CROSS-CUTTING PRIORITIES

12. Advance structural change in academia to support practically relevant, interdisciplinary, equity-centered research and greater bridging between scholars and education actors

Structures in academia disincentivize practically relevant education research that is interdisciplinary and equity-centered – including liberatory or participatory, asset-based, and anti-racist research – and bridging between scholars and practice and policy. These structures include **tenure and promotion policies, discipline-specific norms within academia, publishing practices, and funding structures, among others**. Those scholars who are most marginalized within academia are particularly disadvantaged by this system; while many do so regardless, they are less supported and pay a higher cost to engage in this type of work (see also Lewis 2021 and Settles et al. 2021).

Contribute to changes in practices, policies, and norms of academia, which are necessary to see practically relevant, interdisciplinary, equity-centered scholarship and research bridging at scale in education.

Elevate and cite examples of this type of **scholarship and research bridging work**, including with peers and those in leadership roles to build greater awareness and understanding of what it takes.

Listen to and support (with both financial and non-financial resources) the leadership and organizing of scholars from marginalized groups within academia who are engaged in this type of scholarship and bridging work to understand and support the changes they seek to structures in academia.

Encourage change within academia from the roles you hold inside and/or outside of academia. Utilize gatekeeping roles within academia (e.g., leadership positions within departments and professional societies, editor roles for journals, tenure and promotion committees, boards and advisory committees) and those interfacing with academia (e.g., funders, certain education organizations) to advocate for and initiate changes to practices, policies, and norms to better support this type of research and bridging between scholars and education actors (see this article, as well). This can entail both financial resources and non-financial resources (e.g., voice, convening, organizing) and contributing to the work of people and entities who have been pushing for such change.